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The logo for the Government of Canada, featuring the word "Canada" in a serif font with a small Canadian flag icon above the letter 'a'.

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Section I: CLB and Essential Skills

Language and Essential Skills are Key to Successful Employment

English as a Second Language (ESL) instructors support immigrants who are learning English by facilitating language acquisition and providing information related to Canadian culture. Because work is key to an immigrant's settlement and integration into Canadian life, factors which increase the potential for immigrants' success in the workplace, such as being able to demonstrate Essential Skills in English, belong in the ESL classroom. Essential Skills (ES) are becoming increasingly important to employers and thus necessary for Canadian workers.

Newcomers to Canada already have Essential Skills to varying degrees. The ESL classroom provides an opportunity for learners to acquire the language necessary to demonstrate and further develop these ES. By incorporating ES effectively, using the resources in this guide, and sharing ideas with other ESL practitioners, instructors can provide relevant and practical teaching activities related to ES. This will ultimately help ESL learners to integrate successfully into the Canadian workplace.

English language skills and Essential Skills are intertwined. For example:

- Speaking or listening requires using the Essential Skill of Oral Communication.
- Reading or writing requires using the Essential Skills of Reading Text, Writing, and/or Document Use.

This guide is intended for ESL instructors who wish to use Essential Skills in the ESL classroom to enrich and support language acquisition, as well as communicative competence. It also provides ESL instructors with ideas that highlight the transferability of the Canadian Language Benchmarks (CLB) and Essential Skills.

This guide includes:

- Information on the Canadian Language Benchmarks and Essential Skills
- Resources to support instructors in planning lessons using Essential Skills
- Ideas and tips for using and creating lesson plans with Essential Skills
- A list of key terms that relate to Essential Skills

It is important to note that Essential Skills provide authentic contexts that support the work of both the learner and the instructor.

- Because Essential Skills provide the appropriate context for language learning, learners can see the immediate relevance of language learning tasks.
- An Essential Skills context can provide instructors with the support and focus needed to facilitate learners' grasp of effective workplace communication.

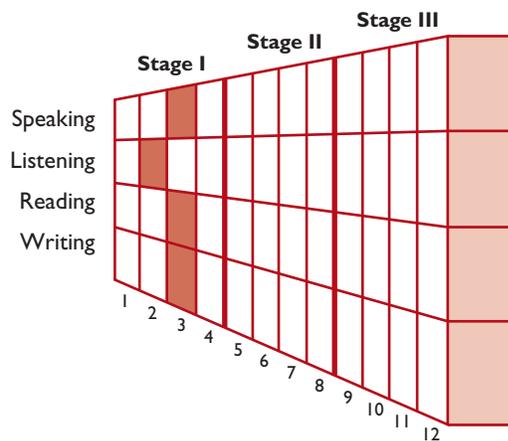
The Canadian Language Benchmarks (CLB)

In Canada, ESL professionals refer to the CLB to support planning, instruction, and assessment activities. The CLB is a task-based descriptive framework that uses communication tasks to describe the communicative competency of ESL speakers.

CLB addresses four skill areas: Speaking, Listening, Reading, and Writing. Each skill area is organized into 12 levels and grouped in three stages: Beginner, Intermediate, and Advanced. The framework provides a description of language proficiency where the tasks and contexts become more demanding and performance expectations increase at higher benchmark levels.

The shaded areas in Figure 1 show you a learner's CLB profile. All four skills are within Stage 1. The learner's listening proficiency is CLB 2 and Speaking, Reading, and Writing are CLB 3. This means the learner is working within these benchmarks.

Figure 1 An example of a CLB profile



For more information and resources on CLB, go to www.language.ca and click on the section entitled **For ESL Professionals**.

Essential Skills (ES)

The federal government's ES program has identified nine ES as those needed for work, learning, and life¹. In describing tasks performed by workers in a particular occupation, ES are presented as Essential Skills Profiles. Each profile provides a portrait of the ways workers in that occupation apply those skills. Essential Skills Profiles impart what a competent worker would demonstrate.

Table 1 summarizes the nine Essential Skills and how they can be applied to workplace and community tasks.²

Table 1 How ES applies in both workplace and community contexts			
Essential Skill	Typical Applications	Workplace Examples	Community Examples
Reading Text Understand materials written in sentences or paragraphs (e.g. letters, manuals).	<ul style="list-style-type: none"> ■ Scan for information or overall meaning. ■ Read to understand, learn, critique, or evaluate. ■ Analyze and synthesize information from multiple sources or from complex and lengthy texts. 	An airline sales agent reads notices on a computer screen for information such as special handling requirements or weather reports.	Understand a lease agreement for a new apartment.
Document Use Find, understand, or enter information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.	<ul style="list-style-type: none"> ■ Read signs, labels or lists. ■ Understand information on graphs or charts. ■ Enter information in forms. ■ Create or read schematic drawings. 	A bricklayer follows blueprints to determine the height, length, and thickness of walls.	Refer to a bus schedule to plan an outing.
Numeracy Use numbers and think in quantitative terms to complete tasks.	<ul style="list-style-type: none"> ■ Make calculations. ■ Take measurements. ■ Perform scheduling, budgeting, or accounting activities. ■ Analyze data. ■ Make estimations. 	Payroll clerks monitor vacation entitlements to prepare budget and scheduling forecasts.	Calculate deductions on personal tax forms.

¹ http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/understanding_es.shtml March 2, 2009

² This table is adapted from http://srv108.services.gc.ca/english/general/What%20are%20ES_ENG.pdf December 5, 2008.

Table 1 How ES applies in both workplace and community contexts

Essential Skill	Typical Applications	Workplace Examples	Community Examples
<p>Writing</p> <p>Expressing ideas, thoughts, and opinions through words, numbers, and symbols on paper or a computer screen.</p>	<ul style="list-style-type: none"> ■ Write to organize or record information. ■ Write to inform or persuade. ■ Write to request information or justify a request. ■ Write an analysis or a comparison. 	<p>Human resources professionals write recommendations on workplace health and safety issues.</p>	<p>Write a thank you note for a wedding gift</p> <p>Write a letter of complaint to a store about a product.</p>
<p>Oral Communication</p> <p>Use speech to exchange thoughts and information.</p>	<ul style="list-style-type: none"> ■ Provide or obtain information. ■ Greet, reassure, or persuade others. ■ Resolve conflicts. ■ Lead discussions. 	<p>Office clerks take messages and share information by phone and in person.</p>	<p>Explain a food allergy to a server at a restaurant.</p>
<p>Working with Others</p> <p>Interact with others to complete tasks.</p>	<ul style="list-style-type: none"> ■ Work independently, or alongside others. ■ Work jointly with a partner or helper. ■ Work as a member of a team. ■ Participate in supervisory or leadership activities. 	<p>Municipal engineers work with technicians, inspectors, and suppliers to complete construction projects.</p>	<p>Work with volunteers to organize a fundraising activity.</p>
<p>Thinking Skills</p> <p>Find and evaluate information to make rational decisions or to organize work.</p>	<ul style="list-style-type: none"> ■ Identify and resolve problems. ■ Make decisions. ■ Find information. ■ Plan and organize job tasks. ■ Use critical thinking. ■ Use memory. 	<p>Paramedics diagnose a patient's condition based on medical checklists and their own observations. They use their judgment to start an appropriate treatment plan.</p>	<p>Research and select courses at your local adult learning centre.</p>

Table 1 How ES applies in both workplace and community contexts

Essential Skill	Typical Applications	Workplace Examples	Community Examples
<p>Computer Use</p> <p>Use computers and other forms of technology.</p>	<ul style="list-style-type: none"> ■ Use different kinds of technology, such as cash registers or fax machines. ■ Use word processing software. ■ Send and receive e-mails. ■ Create and modify spreadsheets. ■ Navigate the Internet. 	<p>Airline sales and service agents use specialized software to issue tickets and they may communicate with clients and co-workers by e-mail.</p>	<p>Withdraw or deposit money at an automatic teller machine (ATM).</p>
<p>Continuous Learning</p> <p>Participate in an ongoing process of improving skills and knowledge.</p>	<ul style="list-style-type: none"> ■ Learn on the job. ■ Learn through formal training. ■ Learn through self-study. ■ Understand your own learning style. ■ Know where to find learning resources. 	<p>Retail sales associates improve their skills and knowledge by attending sales training and reading product brochures.</p>	<p>Attend a first aid course at a community centre.</p>

Complexity Levels

Complexity levels are the rating system by which almost all ES are measured.³ Complexity levels that range from 1 (basic tasks) to 4 or 5 (advanced tasks) are assigned to sample tasks. Two of the nine ES do not have complexity level ratings: *Working with Others* and *Continuous Learning*.

Essential Skills are not created explicitly for ESL learners. Be careful not to confuse them with CLB levels. Whereas benchmark levels situate a learner's ability to demonstrate language proficiency, an ES complexity level is a way of **ranking** a descriptor or a task. In other words, while a CLB benchmark can be used to describe a learner's overall language ability or that of a specific language skill within the context of a given task, ES describe the **level of difficulty of a task** rather than an individual's ability to complete the task.

³ http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/complexity.shtml March 2, 2009.

Complexity levels for ES are used in two different ways:

1. Complexity levels address the differences in skill requirements for specific workplace tasks *within* occupations. For example:⁴

Occupation	Essential Skill: Oral Communication
Licensed Practical Nurses	<ul style="list-style-type: none">■ Confirm appointments with clients, other caregivers, medical staff, and service providers before moving clients. (ES 1)■ Present information about their patients' continuing care at health team meetings. (ES 2)■ Take part in group discussions regarding health care delivery policy. For example, they may suggest changes that will make service more efficient and effective. (ES 3)

In the case of Licensed Practical Nurses, as with many occupations, tasks may shift between simple and more complex depending on the requirements of an activity.

2. Complexity levels also address the differences in skill requirements for specific workplace tasks *between* occupations. For example:⁵

Occupation	Essential Skill: Writing
Guest Services Attendants	<ul style="list-style-type: none">■ Write notes, electronic mail messages, or faxes in order to communicate information. (ES 1)■ Write notes to track records of special requests and assignments, or to justify busy times. (ES 1)
Campground Operators	<ul style="list-style-type: none">■ Write brochures, newsletters, and advertisements. (ES 4)■ Write waivers, agreements, and licenses (annually). (ES 4)■ Write statements of policies and procedures. (ES 4)

In this example, information can be compared and contrasted to determine the skill levels required in different occupations. Comparing occupations in this way can be useful when someone is considering a career change or becoming familiar with typical tasks in certain Canadian occupations.

The website for the Ontario Skills Passport has a webcast that explains how to use the website and a variety of tools based on Essential Skills and work habits. See the Getting Started page: <http://skills.edu.gov.on.ca>

⁴ This information was retrieved from the Essential Skill Profile for Licensed Practical Nurses (NOC 3233) at the following website <http://www10.hrsdc.gc.ca/ES/English/ShowProfile.aspx?v=264> March 2, 2009.

⁵ This information was retrieved from the Essential Skill Profile for Contractors and Supervisors, Mechanic Trades (NOC 7216) and Travel Counselors (NOC 6431) which can be located through this site <http://www10.hrsdc.gc.ca/es/english/SearchMain.aspx> March 2, 2009.

Relating CLB and Essential Skills

Proficiency in the language of work, learning, or community is necessary in order to demonstrate ES. Newcomers will most certainly have some degree of all nine ES, but may lack the English language skills to demonstrate them to the best of their ability.

Since the CLB provides a framework for describing and learning language, it can also be used to support how ES are demonstrated and developed in an individual. To illustrate the relationship between the CLB and ES standards, the Centre for Canadian Language Benchmarks published a document in 2005 entitled *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*. Table 2 shows the correlation between CLB skills and four of the nine Essential Skills.

Canadian Language Benchmarks	Essential Skills
Speaking	Oral Communication
Listening	
Reading	Reading Text
Writing	Writing
Reading and Writing	Document Use

The *Comparative Framework* points out that the two standards use fundamentally different scales, and a precise correlation is not possible. Charts in the *Comparative Framework* provide a quick overview of the general relationship between the two scales. For example, the first two rows of Table 3 show how someone who is functioning at a CLB Speaking level of 5-6 should generally be able to complete the tasks defined at a complexity level of 1 in the Essential Skill of Oral Communication.

ES Oral Communication		1	2	3	4	
CLB Speaking		5-6	6-8	9-10	11-12	
CLB Listening		5-7	7-8	9-10	11-12	
ES Reading		1	2	3	4	5
CLB Reading		3-5	6	7-9	10	11-12
ES Writing		1	2	3	4	5
CLB Writing		4-5	6-7	8	9	10-12
ES Document Use		1	2	3	4	5
CLB Reading & Writing		3-5	5-6	7-8	9-10	11-12

The *Comparative Framework* provides the foundation for relating ES to CLB. Two points ESL instructors should bear in mind are:

1. The *Comparative Framework* starts at ES Level 1, which corresponds to a minimum of CLB 5-6 in Speaking, 5-7 in Listening, CLB 3-5 in Reading, and CLB 4-5 in Writing. Therefore, it does not address how ES may be practised or demonstrated in lower level CLB classes. Refer to Table 3 to see how all of the CLB levels relate to the ES complexity levels.
2. The *Comparative Framework* suggests how CLB and ES global and task descriptors compare, but is not an ESL methodology.

This guide aims to fill that gap, providing you with practical direction and resources to effectively integrate and develop ES in the ESL classroom at all levels, including CLB 1-4. Table 4 provides quick facts that highlight the similarities and differences between CLB and ES.

For more information on the *Comparative Framework* see page 13 of this guide.

Table 4 Comparing CLB and ES for ESL Instructors		
	Canadian Language Benchmarks (CLB)	Essential Skills (ES)
1	The CLB standard was developed for adults whose first language is not English.	The ES standard was developed for people, regardless of their first language.
2	CLB describes language proficiency tasks for community, academic, and workplace settings.	ES describe tasks for work, learning, and life.
3	There are four CLB skills: Speaking, Listening, Reading, and Writing.	There are nine ES: Reading Text, Document Use, Writing, Numeracy, Oral Communication, Thinking Skills, <i>Working with Others</i> , Computer Use, and <i>Continuous Learning</i> .
4	CLB incorporates formatted text (for example, charts and maps) into Reading and Writing skills.	ES refers to the skill of Document Use as a separate skill. It can involve both reading and writing.
5	CLB is divided into three stages (Beginner, Intermediate, and Advanced) and 12 benchmark levels.	The ES have complexity levels of 1 to 4 or 5, with the exception of <i>Working with Others</i> and <i>Continuous Learning</i> .
6	CLB levels define an individual's second language abilities in English.	ES levels define tasks in terms of complexity levels and do not represent an individual's ability to demonstrate the task.
7	CLB is the national framework for describing the language proficiency of adult immigrants in Canada.	ES is the national framework used to describe skills for life, work, and learning in Canada.
8	See www.language.ca for more information on CLB.	See www.hrsdc.gc.ca/essentialskills or www.itessential.ca for more information on ES.

The Growing Importance of Essential Skills to Employers

Language proficiency is one factor contributing to the successful integration of newcomers to the Canadian workforce; Essential Skills is another.

Results from a survey conducted in 2007 illustrate the importance of ES to employers. The survey's report states that

“slightly more than nine in ten employers say that ‘Essential Skills’ are very important for improving customer satisfaction, the overall success of the organization, and improving the productivity of employees. A smaller number, although still a large majority, cites Essential Skills as being very important in adapting to organizational or cultural change⁶.”

The same study revealed that 91 per cent of employers felt *Oral Communication* and *Working with Others* were the two most important skills employees needed to have. *Reading Text* and the ability to engage in *Continuous Learning* were identified as important skills by roughly three-quarters of the employers surveyed.

Although results differed across the country, the study showed that employers are becoming increasingly aware of ES. In the future, as more employers become familiar with ES, those skills may impact processes such as job interviews and performance evaluations, as well as content development of workplace training materials.

Since ES are often demonstrated through language, there is an obvious need to practice ES in the ESL classroom.

Practising Essential Skills in the ESL Classroom

When planning to incorporate ES into lessons remember:

- *Numeracy, Thinking Skills, Working with Others, Computer Use, and Continuous Learning* have not been correlated to the CLB. Nevertheless, these ES can be incorporated into themes and activities in the classroom; they offer a rich basis for acquiring and extending language skills.
- Most adult immigrants will demonstrate a degree of proficiency in some, if not all, of the nine ES. However, since ES are often framed (presented, practiced, evaluated) in a cultural context, practising them in a Canadian context can increase learners' prospects for success.

⁶ Survey results and analysis for the research on Essential Skills was conducted by EKOS Research and is available on the Human Resources and Skills Development Canada (HRSDC) website at http://www1.servicecanada.gc.ca/en/publications_resources/por/subjects/skills_and_employment/2007/31806/page04.shtml, January 14, 2009

- Resources are available to help instructors choose appropriate CLB tasks that will equip ESL learners with language skills required to demonstrate and enhance ES for the four correlated skills: Speaking, Listening, Reading, and Writing. These include:
 - *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework* (2005)
 - *Essential Skills Primer: CLB Stage 1* (2009)⁷
- Transferability should be emphasized.

Transferability

ES and ESL skills are transferable. This means that they can be used in multiple contexts, such as the classroom, the workplace, or other authentic English communication environments. Therefore ES and communicative language ability are both necessary in workplace language situations, no matter what the occupation.

Not all learners will see the value or transferability of a skill practised in class. Since language is often more easily acquired through context, it is common to practise ES building-tasks in a simulated or real workplace context. However, due to the variety of learner goals and/or occupations in a given classroom, some learners may feel that the context is less relevant to them. The fact that some learners are less able to see transferability within a lesson underscores the importance of ending each lesson by debriefing.

Emphasizing Transferability and Debriefing

Since lesson plan objectives are transferable skills, the notion of transferability should be emphasized throughout the entire lesson. It can both begin and end the lesson. For example, a lesson on graphs can begin by having the class look at a graph that everyone might encounter, such as one found on a utility bill. Learners can then discuss how they use graphs in their work.

Debriefing, similar to a lesson wrap-up, is a short classroom activity. It demonstrates the way classroom activities might apply to a wide range of workplace or life situations. Instructors can elicit this information from learners and can prompt them to draw on their own experiences in order to emphasize transferable skills. The variety of backgrounds and experience available in an ESL classroom may enhance the debriefing activity.

Here are some ways to effectively debrief:

- Brainstorming
- Discussion
- Picture-word and picture-picture association
- Role play in a variety of workplace contexts
- Using or reviewing authentic workplace documents from various sources

⁷ Both the *Comparative Framework* and the *Essential Skills Primer: CLB Stage 1*, discussed in more detail in Section 2 of this guide, are downloadable at www.itessential.ca.

The debriefing session shows each learner how the subject matter applies to them and allows them to understand the immediate relevance of classroom work, no matter what the context. ES and CLB can be presented in a manner that is useful for all learners regardless of the specific demands of their occupation. The 25 sample lesson plans developed with this guide are available at www.itsessential.ca. They have concrete examples of transferable skills and debriefing.

Language in the Classroom and Language in the Workplace

The ultimate goal of ESL classroom teaching is to enable the learner to successfully apply the skills taught in the classroom to areas outside the classroom, such as the workplace. Since the classroom is set up for language teaching and learning, it provides a unique psychological and spatial atmosphere conducive to language acquisition. Ideally, learners feel comfortable taking risks because they are given the time, space, and support to communicate effectively.

Most workplaces, as well as most other language contexts outside the classroom that the learner encounters, are not designed with the distinct needs of second language learners in mind. Table 5 illustrates some of the major differences between language use in the classroom and language use in the workplace. This information can be helpful when asking learners to consider the realities and demands of the workplace, when debriefing, and when reflecting on whether or not learners have demonstrated the stated objectives of a lesson.

Table 5 Differences between language use in the classroom and the workplace		
Language Skill	Language Use in the Classroom	Language Use in the Workplace
All skills	<ul style="list-style-type: none"> ■ Pre-activities establish a context and build vocabulary, preparing learners for the language activity. ■ Communication is often guided and level-appropriate. Learners have support and can practise something many times. ■ The purpose of communication is to have learners demonstrate, practise, or acquire language skills. 	<ul style="list-style-type: none"> ■ Workers are not given the same level of preparedness for language activities. For example, language situations may arise suddenly, such as a telephone call or a request to produce a report or e-mail with little notice. ■ Communication is rarely guided and performance conditions are often with native English speakers. Workers are expected to produce results and may not have a chance to try again. ■ The purpose of communication is to successfully complete workplace tasks.
Speaking	<ul style="list-style-type: none"> ■ Listeners are instructors and fellow students. They are patient, encouraging, and/or empathetic, which all help to decrease performance anxiety in the speaker. 	<ul style="list-style-type: none"> ■ Listeners may not provide the same level of support or patience as an ESL instructor or classmate, potentially increasing performance anxiety in the speaker.

Table 5 Differences between language use in the classroom and the workplace

Language Skill	Language Use in the Classroom	Language Use in the Workplace
Listening	<p>Attention and care is given to language by the instructor when speaking.</p> <p>Speech:</p> <ul style="list-style-type: none"> ■ is paced to the listeners' level ■ is well-articulated and enunciated ■ has a clear demarcation of tone and appropriate emphasis ■ is formulated with appropriate grammar ■ is produced in an environment conducive to listening 	<p>The same level of attention and care is not given to these areas.</p> <p>Speech may:</p> <ul style="list-style-type: none"> ■ be relaxed and fast-paced, often with significant reductions (e.g., <i>gonna</i> vs. <i>going to</i>) ■ contain a variety of accents and pronunciation features ■ be a colloquial and not standard form of English ■ occur in an environment that makes listening difficult
Reading¹	<ul style="list-style-type: none"> ■ Texts are often formatted to meet the reader's language level and ability. ■ Skimming skills are used for "getting the gist." ■ Reading is often for gathering information or learning. ■ Reading tends to be in paragraphs and sentences. 	<ul style="list-style-type: none"> ■ Texts maintain the original format, which is intended for native speakers and which may have little regard for language level or ability. ■ Skimming skills are commonly required, but "getting the gist" may not be sufficient. ■ Reading is often for completing an action. Risk is involved because the reading often results in an action. ■ Texts are often forms, labels, instructions, checklists, collective agreements, notes, memos, manuals, etc.
Writing	<ul style="list-style-type: none"> ■ Writing is typically a narrative and creative process. ■ Accuracy is not always emphasized or required. 	<ul style="list-style-type: none"> ■ Writing is most often formatted text, such as work orders, charts, tables, memos, notes, reports, etc. ■ Accuracy required for writing on the job is usually high. For example, a bus driver writes an accident report about a passenger's injury, or a line production worker records productivity.

¹ The examples of skimming and text formatting were adapted from G. Lewie, C.D. MacLeod, *Step into the World of Workplace Learning – A Collection of Authentic Workplace Materials*, (Ontario: Nelson Thomson Learning, 2001) HRSDC.

Section 2: Resources for Planning Lessons

CLB and ES Frameworks

Two important resources will help ESL instructors incorporate ES into their classrooms. The first is the *Comparative Framework* – the first document to explore the relationship between the CLB and ES levels. The second is the *Essential Skills Primer: CLB Stage 1*, developed in 2008 as a complement to this guide. It is a scaffolding tool that focuses on lower CLB levels.

The Comparative Framework

Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework is available for download at <http://www.itsessential.ca> and from the Centre for Canadian Language Benchmarks by contacting info@language.ca. It contains a complete list of global descriptors and tasks for corresponding CLB and ES levels and skills. See page 7 of this guide for an overview. ESL instructors can use this information to select appropriate ES tasks for lessons, as long as the CLB level of the learners corresponds to the suggested CLB levels in the *Comparative Framework*.

The Essential Skills Primer: CLB Stage 1

The *Essential Skills Primer: CLB Stage 1* is available for download at <http://www.itsessential.ca>. It was designed to be used for CLB levels that fall below those corresponding to the ES levels in the *Comparative Framework*. For example, if the *Comparative Framework* shows that a CLB 5-6 for Speaking correlates to ES 1 for Oral Communication, then the *Essential Skills Primer: CLB Stage 1* lists ES-related language tasks for CLB 1-5 inclusive. ESL instructors can use this tool to select tasks for learners in levels not covered in the *Comparative Framework*. Doing so will allow learners to practise an ES or build the necessary language skills to do so.

The *Essential Skills Primer: CLB Stage 1* has two important characteristics: a focus on lower CLB levels and an emphasis on workplace-related tasks. It consists of two parts, each with a distinct purpose.

- Part 1 consists of Diagnostic Checklists, Summary Grids, and Interpretation of Results which function as one Diagnostic tool to determine learners' needs in ES.
- Part 2 consists of Skills Tables which provide specific ES-related CLB tasks that instructors can use to develop lesson plan objectives, or activities and checklists for learners.

Part 2 – The Skills Tables

The Skills Tables can be used with the Diagnostic or on their own. Each table contains descriptors for one CLB language skill and the corresponding ES. For example, CLB-Reading is listed on one table with ES Reading/Document. The descriptors are color-coded to match the Diagnostic Checklists. This allows instructors to very quickly draw a link between ES tasks the learner has identified as “needing practice” and CLB tasks that are skill- and level-appropriate, and formulated in a way that has ES relevance. Instructors can select tasks directly from these forms to use in the classroom.

The sample below presents the Skills Table for Writing and Document Use.

For tips on using the *Essential Skills Primer: CLB Stage 1*, refer to Section 3.

Canadian Language Benchmarks Essential Skills		Niveaux de compétence linguistique canadiens Compétences essentielles		Centre for Canadian Language Benchmarks Centre des niveaux de compétence linguistique canadiens	
Skills Table					
CLB Writing – ES Writing and Document Use					
CLB Writing Benchmark 1	CLB Writing Benchmark 2	CLB Writing Benchmark 3	CLB Writing Benchmark 4	ES Reading Text and Document Use Level 1	
Abilities and conditions				Abilities and conditions	
<ul style="list-style-type: none"> Write a few familiar words, phrases, simple sentences related to self. Audience is familiar and texts are guided. Enter ID on simple forms in personally relevant contexts. Forms are simple with 5 to 7 categories and clear boxes or lines. 	<ul style="list-style-type: none"> Write 5 – 6 sentences and phrases about self, family or other highly familiar topics. Audience is familiar. Copy basic factual information and fill out simple forms. Texts are guided, and forms are simple with 8 to 12 categories and clear boxes or lines. 	<ul style="list-style-type: none"> Adequately carry out basic, familiar, personal writing tasks, copy information and fill out simple forms in everyday, predictable contexts when texts are short (3 – 8 sentences), and forms are simple in format (15 to 20 items) 	<ul style="list-style-type: none"> Write simple ideas about personal experience (up to a paragraph, simple sentences, coordinated clauses, basic tenses) for familiar audience, predictable everyday contexts, highly familiar topics, forms are simple (20 items) 	<ul style="list-style-type: none"> Write short texts (under a paragraph) for a small, familiar audience on concrete day-to-day topics, complete simple, brief documents when requirements are immediate and obvious, no content knowledge or analysis required, pre-set format 	
Skill-building Tasks				Typical Tasks	
<ul style="list-style-type: none"> Complete a birthday card for a friend Address an envelope 	<ul style="list-style-type: none"> Convey a short get-well message in a greeting card for a co-worker 	<ul style="list-style-type: none"> Write a short note to invite a colleague to a work-related function Write a short note to leave with a colleague, telling where you have gone, for how long, when you will be back, and whom to contact your absence 	<ul style="list-style-type: none"> Write down a brief message from a supplier to pass along to a colleague Write a short note to thank a co-worker for taking your shift 	<ul style="list-style-type: none"> Write reminder notes on supplies, work to be done, requests, deadlines Write details of phone conversations Write a note to self to record how a specific task that required new skills or a different approach was carried out 	
<ul style="list-style-type: none"> Fill in work tasks that need to be done on a short formatted list Fill in phone numbers on a formatted list of client contact information Copy a few facts from an appointment note onto a business calendar Copy numbers, letters, words, short phrases, sentences for personal use Make a list (shopping, things to do) Copy information from a bill or invoice to complete a cheque 	<ul style="list-style-type: none"> Copy basic factual information from a simple directory or schedule Copy prices and brand names of products from a catalogue or advertising flyer Write a short list of work tasks that need to be done Copy information from a phone book for a charity telemarketing list 	<ul style="list-style-type: none"> Write a list of supplies to be purchased, along with prices and company contact information Copy information about a product or service from a directory or manual for comparison purposes Copy selected information from signs and simple schedules 	<ul style="list-style-type: none"> Copy information from 2-3 different sources (catalogue, directory, manual) for comparison purposes Write and prioritize a list of tasks that need to be completed this week 	<ul style="list-style-type: none"> Make a list of tasks and sequence them Make entries in an appointment calendar Enter information on work orders Complete an assembly checklist Complete a daily log or time sheet 	
The Essential Skills Primer: CLB Stage 1				Canada	

Working with Three National Standards

One of the questions language instructors face as they work to incorporate ES is: How can I provide a workplace context for language classroom activities? While ESL instructors have expertise in second language acquisition, they cannot be familiar with every occupation, workplace, or industry in Canada.

The following three resources provide useful context and descriptions of occupational tasks that can help instructors to select and teach ES. They are useful in both ESL classrooms and in occupation-specific ESL or bridging programs.

I. Essential Skills Profiles (ESP)

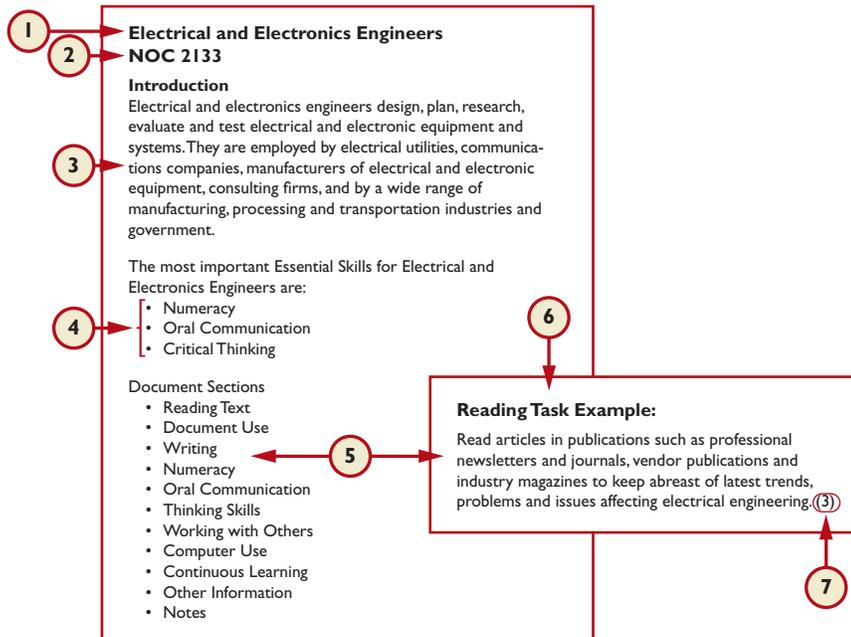
Essential Skills Profiles (ESP) describe how each of the nine ES is used by workers in a particular occupation. The profiles have been developed for various occupations of the **National Occupational Classification** (NOC).⁸ They are *based on nationally validated research*. ESL instructors can use the ESP to:

- compare job tasks in an occupation in Canada with a similar occupation in another country
- search for authentic workplace or occupational tasks
- determine what ES levels are assigned to specific job tasks
- compare similar ES tasks in several profiles to find tasks common to many occupations
- help learners develop resumes using job tasks and terminology that reflect the current or Canadian context.

⁸ For more information on National Occupational Classification, see <http://www5.hrsdc.gc.ca/NOC/English/NOC/2006/AboutNOC.aspx>

Steps for using Canada's ESP

1. Locate an Essential Skill Profile on the HRSDC website http://www10.hrsdc.gc.ca/es/english/ES_Profiles.aspx. Search by occupation name, keyword, NOC code, or ES.
2. Look at the standard sections of the Essential Skill Profile. The sample below shows some of the basic sections of a profile:



Profile sections:

1. Occupational title.
2. National Occupational Classification (NOC) code.
3. Brief description of occupation.
4. Most important Essential Skills for the occupation.
5. List of profile sections, including the list of nine Essential Skills. This is followed by task examples organized within each skill domain. Each task example illustrates the typical ways workers in the occupation use the skills.

Reading example elements*:

6. Sample of a reading text task.
7. Identifies the complexity level of the task example.

* While the structure of examples varies across skills, most examples contain these elements.

3. To find out what CLB level approximates the ES task you have identified, refer to the section of the Comparative Framework entitled “Overview of Initial ES/CLB Comparisons”⁹ or to the on-line version of the *Comparative Framework* at www.itsessential.ca.
4. Develop your lesson as suggested in Section 3 of this guide under the heading “Three Approaches to Creating Lessons with Essential Skills.”

2. National Occupational Standards (NOS)

National Occupational Standards (NOS) describe the skills and knowledge needed to perform competently in the workplace. They help companies and individuals plan their skills development and maintain their competencies. They are usually developed by sector councils in Canada. They can be used to inform the development of curricula and training materials, and for certification within a sector or industry. According to The Association of Sector Councils (TASC):

“National occupational standards (NOS) are voluntary. They are developed with a national objective and require pan-Canadian validation and endorsement to enable the recognition of qualifications across the Canada....NOS not only facilitate labour market mobility within Canada, but also provide information that is essential to recognize foreign credentials effectively and to enable foreign-trained workers to enter the Canadian workforce.”¹⁰

Since no formal template is used to develop NOS, the level of detail and the type and quality of information varies greatly between standards. Different sectors follow different formats for producing them. For example, the Canadian Tourism Human Resource Council’s NOS includes:¹¹

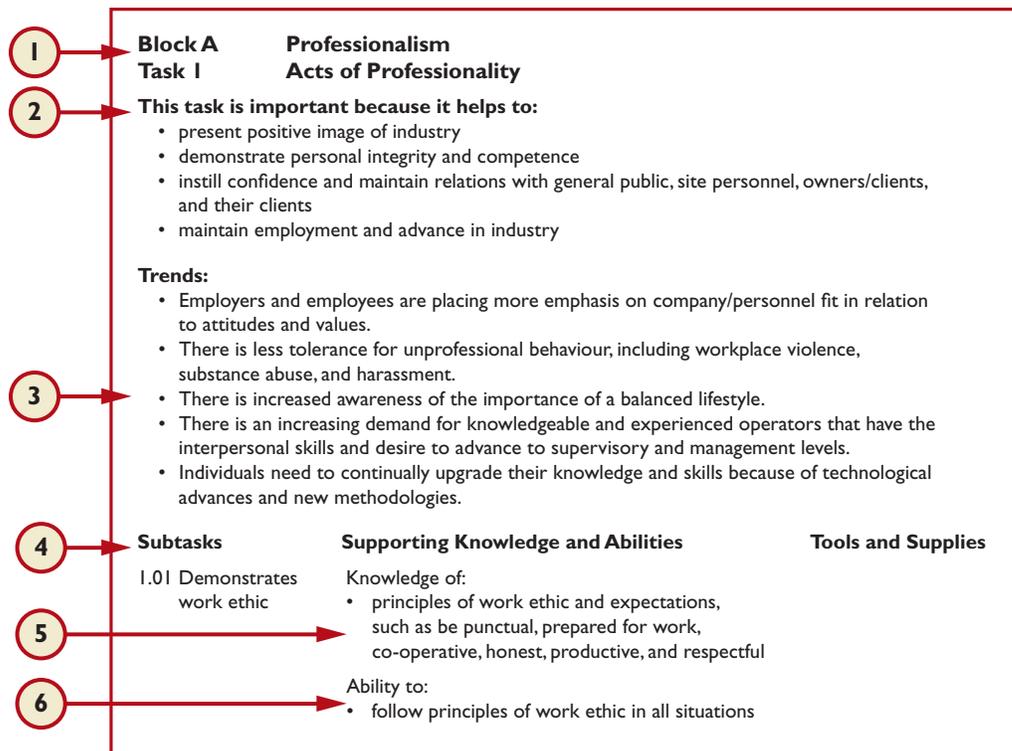
- Competencies required for the occupation
- Skills and sub-skills (e.g. an activity) that are classified as either knowledge or performance standards. (Knowledge Standards contain information with which the individual must be familiar, and Performance Standards indicate information that is known and can be performed in order to be considered competent in the occupation.)
- Information on the frequency and importance of the skill relative to the overall job
- A look at how the skills are acquired, and the level of difficulty of the skill
- A DACUM chart that provides information to help with developing a curriculum
- Tools and equipment and safe practices required on the job.

To locate a NOS for a specific industry, contact the appropriate sector council. Some NOS are available as free downloads. You may need to pay for others.

⁹ *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*, CCLB, 2005. p. 64.

¹⁰ The Alliance of Sector Councils, *Setting the Standard: Accepted Principles and Recommended Practices for National Occupational Standards, Certification Programs, and Accreditation Programs*, 2008, p.1

¹¹ *Ibid.* p. 40



1. Task, under which subtasks are classified. Tasks reflect broad performance standards.
2. Contextual information, describes elements such as purpose and relative importance.
3. Addresses changes likely to affect the way work is carried out, which in turn will affect the skills and knowledge workers need on the job.
4. Specific task demonstration that supports worker in performing broader task.
5. Industry or workplace knowledge required to carry out subtask.
6. Details about how workers carry out the subtask and which skills they use.

Ways for ESL Instructors to use the NOS

Depending on the CLB level and context for learning, a NOS may provide you with:

- information in detail on key job skills, including communication skills, if they are included in the NOS
- information on the kinds of competencies expected for the job and the industry certification processes that might apply.

3. Occupational Language Analyses (OLA)

An Occupational Language Analysis (OLA) provides a broad inventory of the language competencies linked to success in an occupation. Referenced to the CLB and provided in a standardized format, it outlines the speaking, listening, reading, and writing competencies – and related sample tasks – for a given occupation.

An OLA is built from two primary and nationally-validated sources of data: an Essential Skills Profile and a National Occupational Standard. It provides:

- a range of CLB levels needed to work in the occupation
- information on conditions that affect communication (such as equipment, noise, types of communication, etc.)
- specific examples of occupational and workplace tasks.

It is important to remember that an OLA is a generic description of a broad occupational category. Not every task will apply to every workplace or job, and you may need to decide which tasks to focus on.

The descriptors in the OLA are provided in a checkbox format so that the instructor or learner can check off tasks that may need to be learned, or tasks that they can already demonstrate. For ESL instructors, the OLA provides all the key information you need to help you decide what kinds of workplace tasks relate to specific CLB tasks and levels. Developed within a CLB context familiar to the ESL practitioner, the OLA provides an example of a specific CLB descriptor followed by examples of occupational tasks as described in the ESP or the NOS.

The OLAs are available in French and English and can be downloaded from www.itssessential.ca. An animated Orientation to OLAs on the website provides more information on how to use them.

Links to Resources

Using authentic workplace material in the classroom is important. Table 6 provides a list of some website links and resource titles that have authentic workplace materials or samples ESL instructors may wish to incorporate into lesson plans.

Table 6 Resources that provide authentic workplace materials and samples			
Possible Skill Focus	Topic	Resource (Publication or Website)	Type
Listening	Workplace Safety	<p>Alberta Employment and Immigration provides a variety of radio and audio/visual ads, reminders, campaigns, and talks about workplace safety</p> <ol style="list-style-type: none"> Go to http://employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/259.html Select any clip 	<ul style="list-style-type: none"> Video and audio
Speaking/ Listening	A variety of topics and everyday conversation	<p>Randall's ESL Cyber Listening Lab</p> <p>Texts are scripted.</p> <ol style="list-style-type: none"> Go to http://www.esl-lab.com/ Select any clip 	<ul style="list-style-type: none"> Scripted audio text Clips are rated by level of difficulty
Speaking/ Listening	A variety of topics and everyday conversation	<p>English for All</p> <ol style="list-style-type: none"> Go to www.myefa.org Click on visitor 	<ul style="list-style-type: none"> Scripted audio/visual text Accompanying online activities
Reading, Document Use, Numeracy	Writing Essential Skill Tests	<p>How do Your Skills Measure Up? By SkillPlan</p> <ol style="list-style-type: none"> Go to http://measureup.towes.com/ Choose “test your skills” or “practice” and print a test and answer key 	<ul style="list-style-type: none"> Activities can be done on-line or printed Many of the answer keys indicate a CLB level
Reading, Writing, Document Use	A variety of contexts for ES	<p>The Office of Literacy and Essential Skills website (HRSDC)</p> <ol style="list-style-type: none"> Go to http://hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml Select by Occupation, by National Occupational Classification code, or by the type of material Choose a sample to view 	<p>A variety of authentic samples, e.g. forms used in the workplace for Reading, Writing, and Document Use</p> <ul style="list-style-type: none"> Occupational Language Analysis (OLAs) <i>The Essential Skills Primer: CLB Stage 1</i>

Table 6 Resources that provide authentic workplace materials and samples

Possible Skill Focus	Topic	Resource (Publication or Website)	Type
Reading, Writing, Document Use	Workplace Materials	G. Lewe, C.D. MacLeod, <i>Step into the World of Workplace Learning – A Collection of Authentic Workplace Materials</i> , (Ontario: Nelson Thomson Learning, 2001)	<ul style="list-style-type: none"> ■ Print materials ■ Includes examples of authentic workplace documents
All Essential Skills	Essential Skills for Tourism	<p><i>Tourism Essentials</i>, (Canadian Tourism Human Resource Council)¹</p> <p>1. Go to http://emerit.ca/en/free_downloads.aspx</p>	<ul style="list-style-type: none"> ■ Audio/visual and print materials
All Essential Skills	CLB and Essential Skills	<p>Canadian Language Benchmarks/Essential Skills in the Workplace website²</p> <p>1. Go to www.itsessential.ca</p> <p>2. Click on CLB/ES resource links</p>	<ul style="list-style-type: none"> ■ Lesson plans for CLB/ES and print resources ■ The <i>Comparative Framework</i> ■ Occupational Language Analysis (OLAs) ■ The <i>Essential Skills Primer: CLB Stage 1</i>
Writing	Workplace Writing	<p>D. Millar, <i>Making Choices: Teaching Writing in the Workplace</i> (2002)</p> <p>Reference Manual: ISBN number: 978-1-894593-12-0</p> <p>Instructional Activities Manual: ISBN number: 978-1-894593-13-7</p>	<ul style="list-style-type: none"> ■ Includes examples of memos, notices, business letters, accident reports, logs, procedures, e-mail, forms, charts and flowcharts, and plot graphs.

¹ The materials available here are useful for a variety of sectors and are not limited to tourism.

² This site contains additional links to online resources to Essential Skills.

Section 3: Ideas and Tips for Planning Lessons

In Section 2, you were introduced to a variety of practical resources that may help you integrate ES into the ESL classroom. This section suggests how you can relate some of those key resources to processes that will allow you to create lesson plans.

Using the *Essential Skills Primer: CLB Stage 1*

The *Essential Skills Primer: CLB Stage 1* is a tool to help instructors plan lessons that incorporate ES. It helps you to identify learners' ES needs and to choose language tasks that can be used to support learners in demonstrating ES. Here are some tips on how to use the *Essential Skills Primer: CLB Stage 1*.

1. Visit www.itsessential to download and print the following *Essential Skills Primer: CLB Stage 1* materials*:
 - Diagnostic Checklists
 - Summary Grids and Interpretation of Results
 - Skills Tables

* Print one for each set of skills: Speaking-Oral Communication, Listening-Oral Communication, Reading-Text and Document Use, and Writing-Text and Document Use.
2. Determine ES needs by having learners complete the Diagnostic Checklists. Use one checklist for each skill.
3. Collect checklists and complete the Summary Grid.
4. Use the Interpretation of Results to identify which color-coded category requires the most practice.

5. Refer to the appropriate Skills Table that corresponds to the skill and locate the matching color-coded category for the CLB level of the learners.
6. Select one or more descriptor(s) from that category and use them to determine lesson plan objectives and outcomes.

Tips

- Encourage learners to complete the checklists using the first answer that comes to mind.
- The Diagnostic Checklist is designed to be used for as many CLB levels as possible and is written in plain language. If this is still too difficult for CLB 1 learners, skip the Diagnostic and go to Step 5, choosing a descriptor from any category of the Skills Tables.
- Since there are four Diagnostic Checklists to complete, this process can be spread out over several classes. For a program with weekly intake, one or more checklists can be given at the start of a learner's program.
- Given that the Diagnostic Checklist is a self-evaluation, use discretion when interpreting results. You may want to follow up with learners to get a better understanding of their needs.
- Think about the "Abilities and Conditions." This category can be likened to General Performance Descriptors and Performance Conditions in the Canadian Language Benchmarks 2000.

Incorporating ES into Lesson Plans and Activities

Visit www.itsessential.ca to download 25 lesson plans for a variety of CLB levels. These lesson plans incorporate ES and focus on transferable skills rather than skills for specific occupations. All the plans include the necessary teaching materials and can be adapted to suit any group. Figure 2 shows a template lesson plan and a sidebar that describes the intention of key sections.

Figure 2 Lesson plan template and description of key sections



Canadian Language
Benchmarks
Essential Skills

Niveaux de compétence
linguistique canadiens
Compétences essentielles



Centre for
Canadian Language
Benchmarks

Centre des niveaux
de compétence
linguistique canadiens

Lesson Plan 1

Identifying Problems

CLB Level(s): 1-2
CLB Skill(s): Speaking, Listening
Essential Skill(s): Oral Communication

Objective(s)	Audience
Grammar/Language Focus	Time Required
Vocabulary	Materials
Workplace Culture	

Learning Activities

Activity 1
Activity 2
Additional and/or Extended Learning Activities
Reflective Evaluation
Debriefing/Wrap-up

Lesson Plan 1 Identifying Problems

Title: Reveals the transferable skill that the lesson focuses on.

CLB level(s): Suggests a CLB range.

Objective(s): States what the learner will be able to do by the end of the lesson. This is a mental process not a written one.

Workplace Culture: Creates awareness of cultural workplace challenges or offers tips related to this topic.

Reflective Evaluation: Reminds the instructor to reflect on whether or not the objectives have been met.

Debriefing: Provides concrete examples of how the lesson's objectives can be useful in a variety of contexts. This section highlights the transferability of the lesson.

Skill Descriptors: States specific ES and CLB descriptors practised in this lesson.

Selecting and Using the Lesson Plans

Refer to the Lesson Plan Overview at www.itsessential.ca for information concerning the levels, skills, and topics of each lesson.

When using the sample lesson plans, remember:

1. Lesson plans are adaptable

Try not to discount a lesson plan because it does not suit your group perfectly. Any component of a lesson plan can be modified to suit the needs of the group. For example

- grammar/language functions can be changed
- skills can be added or removed
- the timing may be altered
- different materials can be developed, or
- the level may be changed by simplifying or increasing the level of difficulty of certain activities.

2. Transferable skills are made apparent in the title

The lesson plan title can help you identify the transferable skill of the lesson.

3. Reinforcement is always helpful

Think about related activities that can be used to revisit the lesson objective in the future.

4. Workplace culture matters

Include any useful information related to cultural expectations in the Canadian workplace that learners may benefit from knowing. For example, in our culture, employees should not be afraid to ask someone in the workplace to clarify or repeat instructions.

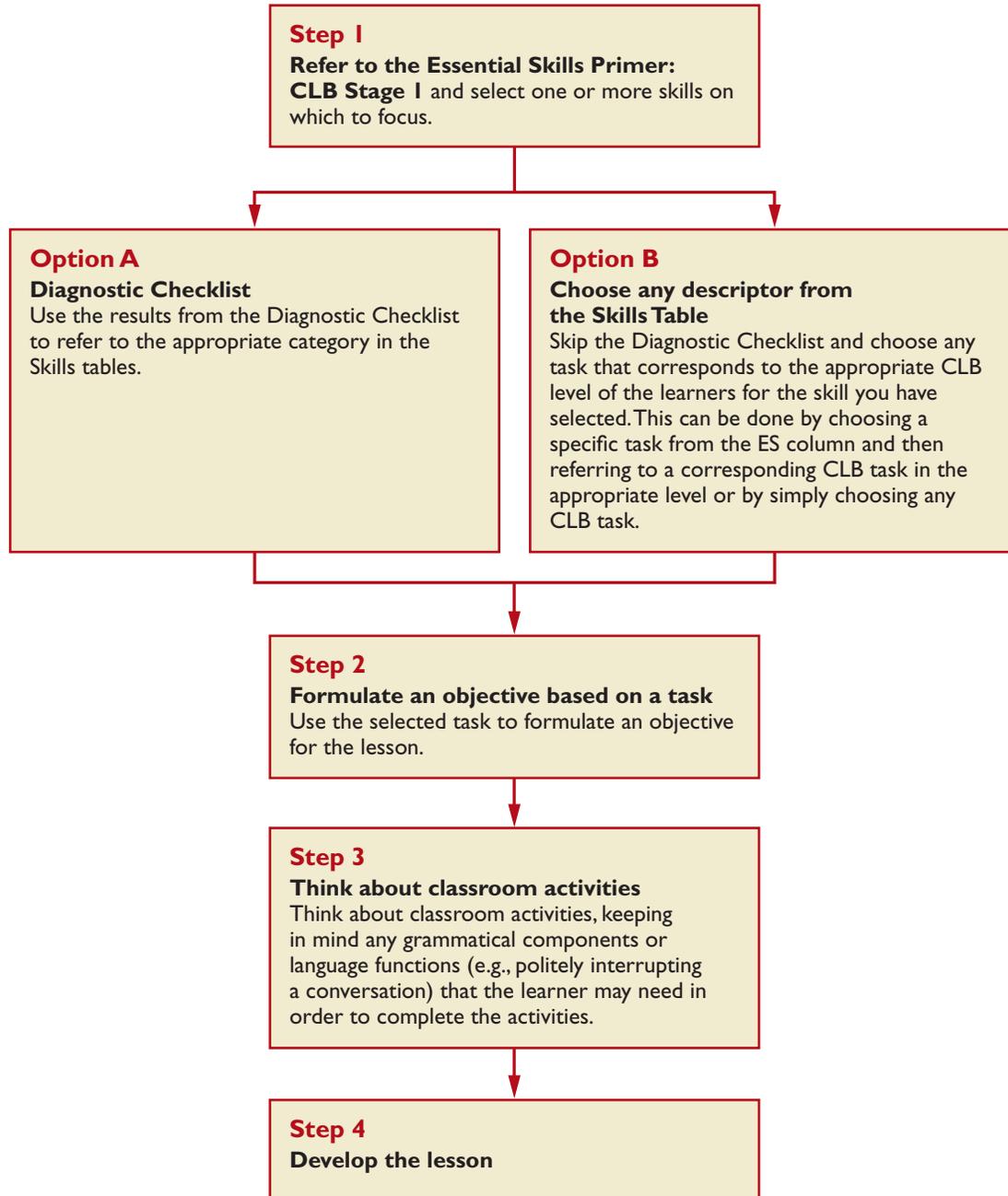
5. Debriefing is key

Debriefing brings the class together and enables everyone to see the relative importance of the lesson's activities. Draw on learners' experiences to enhance these discussions and/or activities.

Three Approaches to Creating Lessons with ES

When you plan lessons with ES, do not limit yourself to these approaches. Use them as suggestions and starting points for inspiration in incorporating ES.

I. Starting with the Essential Skills Primer: CLB Stage I



2. Starting with the CLB or a language function

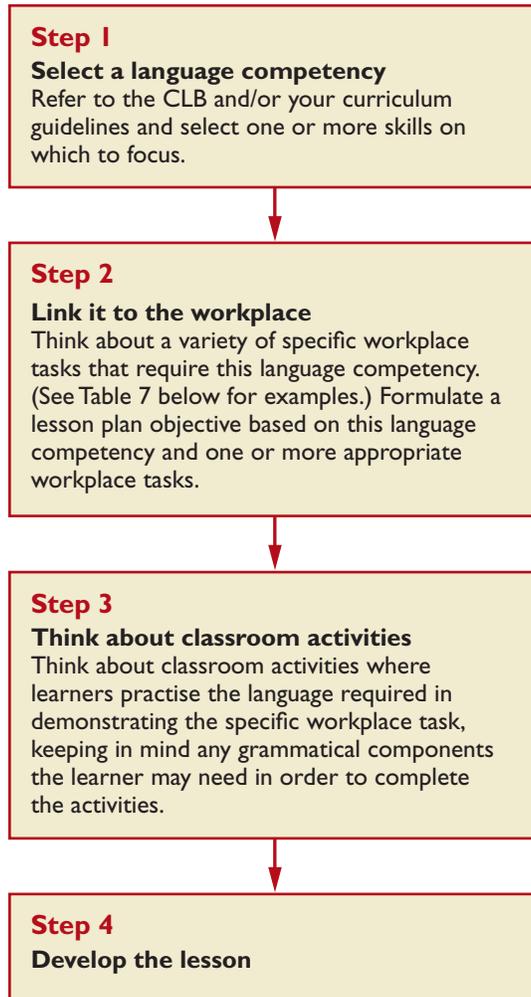
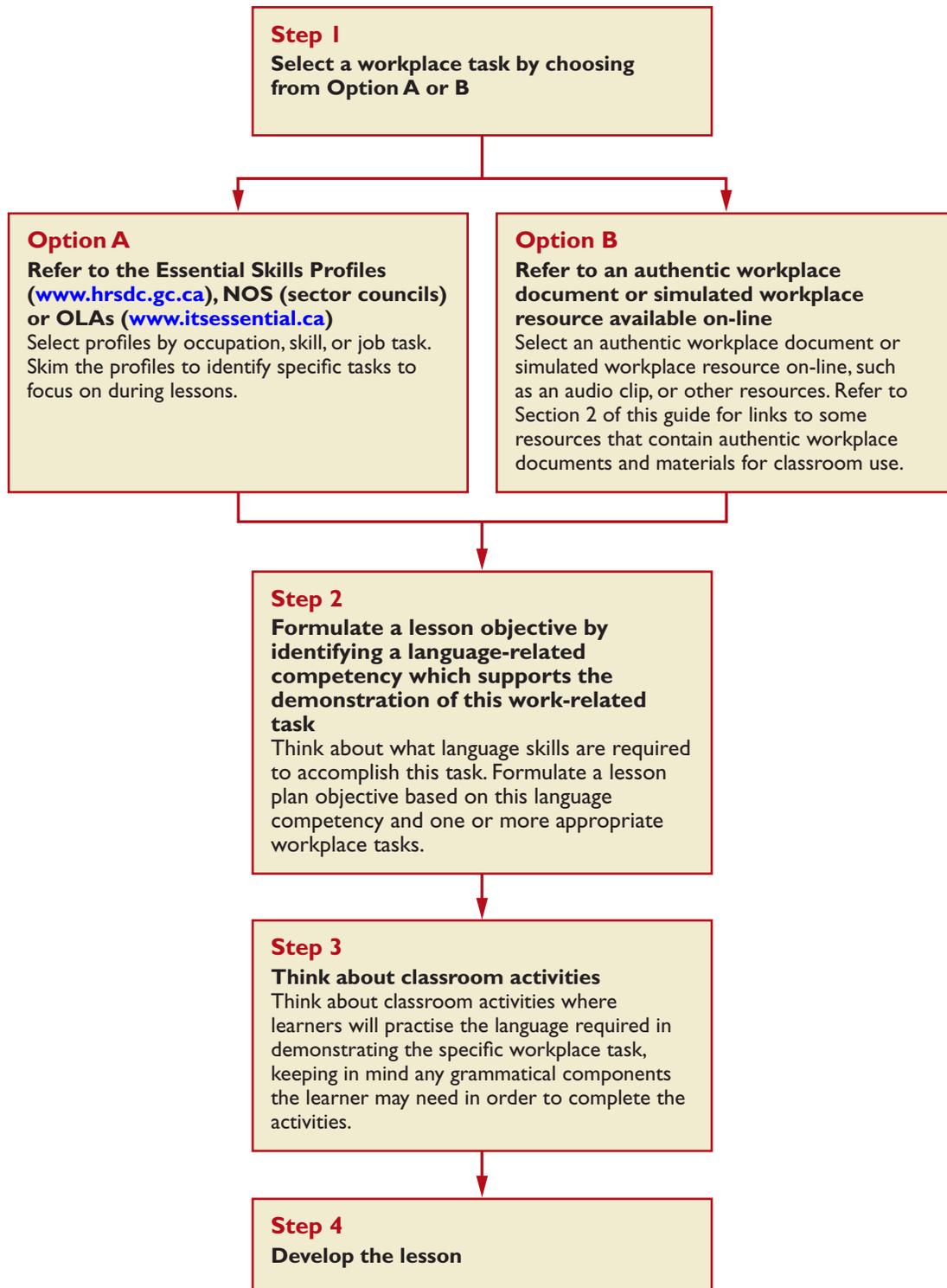


Table 7 Examples of how CLB skills, levels, and language competencies relate to workplace tasks

CLB Skill	CLB Level	Language Competency Outcomes	Workplace Task using Language Competency Outcome
Speaking	1	<ul style="list-style-type: none"> ■ Use and respond to basic courtesy formulas ■ Give two-to-three-word basic everyday instructions/directions/commands 	Have learners role play the first moments of an interview, i.e. <i>Hello, How are you? I'm fine. Please come in. Please sit down.</i>
Listening	2	<ul style="list-style-type: none"> ■ Follow an expanded range of common basic daily instructions 	Have learner practise following instructions to follow a basic work related task, i.e. <i>Come in, sit down, turn on the computer, sign in</i>
Reading	3	<ul style="list-style-type: none"> ■ Get the gist, key information, and important details of simple explicit one-to two-paragraph texts. 	Have learners read an e-mail from a supervisor and get the gist.
Writing	4	<ul style="list-style-type: none"> ■ Write a short text about a personal or familiar situation, event, experience, or future plans. Explain reasons. 	Have learners write a fictitious e-mail to their "colleagues" describing a work-related resource they have just discovered and have them recommend it to their colleagues. This could be a book, a film documentary, an on-line resource etc.

3. Starting with an Essential Skills Profile, a workplace task, or an authentic workplace document



Five tips for incorporating ES into your lessons

1. Think transferability

Objectives should demonstrate transferable skills so that everyone can benefit from a lesson. Have learners provide suggestions for lesson plan contexts as much as possible and have them suggest how this skill is used in a range of contexts (e.g., graphs are found in utility statements, newspapers, work documents, investment reviews, etc.)

2. Keep an open mind with grammar

Any activity contains the potential for exploring grammar and language functions. Focus on planning activities that support the objective while being aware that grammar/language functions can present themselves.

3. Take small steps to incorporate ES

Incorporate ES little-by-little, perhaps trying one skill at a time. Don't put unnecessary pressure on yourself to understand everything about ES; try introducing one new aspect a week and one or two skills per lesson.

4. Think about workplace culture

Try to incorporate an element of Canadian workplace culture. These aspects of reality are especially important to newcomers trying to integrate into work and community.

5. Use authentic material

Where possible, use authentic workplace materials. See Links to Resources at the end of Section 2 of this guide. It will help you locate authentic materials to demonstrate CLB skills and the nine Essential Skills.

Key Terms

ESP – Essential Skills Profiles

Each ESP describes how the nine Essential Skills are used by workers within an occupation. ESP are developed for occupational groups as defined by the NOC. The approximately 250 ESP can be accessed at: http://srv108.services.gc.ca/english/general/home_e.shtml

NOA – National Occupational Analyses

National Occupational Analyses describe and group the tasks performed by skilled workers. They are used to develop Interprovincial Red Seal Examinations and curricula for the certification of skilled workers. NOAs can be accessed at: http://www.red-seal.ca/Site/trades/analist_e.htm

NOC – National Occupational Classification

NOC is the nationally accepted reference that classifies and describes all occupations in the Canadian economy. It organizes over 30,000 job titles into 520 occupational group descriptions. NOC can be accessed at: <http://www5.hrsdc.gc.ca/NOC-CNP/app/index.aspx>

NOS – National Occupational Standards

NOS describe the skills and knowledge needed to perform competently at work. NOS may be developed for occupational clusters or occupational groups as defined by the National Occupational Classification codes. NOS can be accessed through sector councils. A list of sector councils can be found at: <http://www.councils.org/tasc/nav.cfm?s=memblist&p=memdetails&l=e&id=30>

Further information about NOS can be found at:

<http://www.hrsdc.gc.ca/en/hip/hrp/corporate/nos/occstd.shtml>

OLA – Occupational Language Analysis

An OLA defines the standard English and French language requirements of an occupation based on the tasks identified in NOS and ESP. Tasks are drawn from these two sources and are referenced to the Canadian Language Benchmarks. To view an OLA, visit:

http://www.itsessential.ca/itsessential/display_page.asp?page_id=202

Sector Councils

According to the TASC website (see below), Sector Councils aim to improve the quality of the Canadian labour force, and to assist firms to be more flexible in meeting changing competitive demands. Sector Councils bring together corporate executives, owner-operators of smaller firms, employees, union leaders, educators, and interested government representatives to address a wide range of issues related to technological change, quality standards, planning, and human resource development.

A list of Sector Councils can be found at: <http://www.councils.org/tasc/nav.cfm?s=memblist&p=memdetails&l=e&id=30>

TASC – The Alliance of Sector Councils

TASC is a coordinating body for Sector Councils in Canada. Sector Councils bring together representatives from business, labour, education, and other professional groups in a neutral forum to comprehensively and cooperatively analyze and address sector-wide human resource issues.

<http://www.councils.org/>

TOWES – (Test of Workplace Essential Skills)

TOWES is an effective assessment that uses authentic workplace documents to accurately measure three essential skills that are needed for safe and productive employment: Reading Text, Document Use, and Numeracy.

<http://www.towes.com/>



The Centre for Canadian Language Benchmarks is the centre of expertise in support of the national standards in English and French for describing, measuring and recognizing second language proficiency of adult immigrants and prospective immigrants for living and working in Canada.



CLB – Essential Skills Diagnostic Checklist

Speaking – Oral Communication

Name: _____

Date: _____

Tasks	I think I can	I need to practise
Greet a person I do not know		
Make a simple suggestion		
Ask questions when I don't understand something		
Say my name, address and phone number		
Ask for information about a product or service		
Leave a short phone message		
Total Blue		
Participate in a short conversation with a person I know		
Talk about myself and my family		
Discuss work that needs to be done		
Give information about a product		
Tell a co-worker about a task I have done		
Say what I like and why		
Total Pink		
Give directions to a place that I know		
Give instructions on how to do something that I know		
Use a map or diagram to give directions		
Report danger or give a warning		
Place an order for food or goods		
Make a safety announcement		
Total Green		
Describe an event that happened		
Explain why something happened		
Talk about my daily routine		
Describe an object or a piece of machinery		
Explain when I am not satisfied with something		
Describe a place that I know		
Total Yellow		



Colour Key and Interpretation of Results

Speaking – Oral Communication

Formulaic Exchanges

These tasks build toward the ability to engage in short exchanges using familiar phrases and sentences in routine situations where communication is somewhat predictable and much of the discourse could be rehearsed, even memorized.

Interactional Communication

These tasks build toward the ability to engage in longer, less predictable exchanges where communication may flow in unexpected directions.

Instructions and Directions

These tasks build toward the ability to provide clear and accurate instructions and/or directions that a listener can follow.

Descriptions and Explanations

These tasks build toward the ability to describe and explain, providing details and reasons.

Priority Indicator	Interpretation of Need
5 – 6	Strong need
3 – 4	Moderate need
1 – 2	Some need
0	No need



CLB – Essential Skills Diagnostic Checklist

Listening – Oral Communication

Name: _____

Date: _____

Tasks	I think I can	I need to practise
Understand greetings and introductions		
Understand most questions		
Guess the mood or attitude of a person when they are speaking		
Understand when someone gives me advice or suggestions		
Understand the most important details in a social conversation		
Understand the main ideas at a meeting		
Understand when someone describes an object or product		
Total Blue		
Understand a message over a loud speaker		
Understand a person on the phone		
Understand a phone message		
Understand a short TV or radio news story		
Understand information on an automated phone system		
Watch a movie and get the main ideas		
Total Pink		
Understand instructions from my teacher or supervisor		
Understand directions to places		
Take an order for a product		
Understand simple emergency and safety warnings		
Follow spoken directions on how to use equipment		
Follow the order of steps that someone tells me		
Total Green		



Colour Key and Interpretation of Results

Listening – Oral Communication

Interactional Communication

These tasks build toward the ability to comprehend explicit and implied meaning in social and workplace interactional exchanges involving multiple participants.

One-way Communication

These tasks build toward the ability to comprehend information that is presented with no or minimal expectation of interaction. This category includes listening on the telephone, understanding presentations, and dealing with mediated content such as radio or loud-speaker announcements. It also includes some face-to-face encounters where the listener is primarily a recipient of information.

Instructions and Directions

These tasks build toward the ability to comprehend and follow various types of spoken instructions and directions.

Priority Indicator	Interpretation of Need
5 – 6	Strong need
3 – 4	Moderate need
1 – 2	Some need
0	No need



CLB – Essential Skills Diagnostic Checklist

Reading – Text and Document Use

Name: _____

Date: _____

Tasks	I think I can	I need to practise
Read a short note from someone I know		
Read a simple letter that is one paragraph long		
Read a greeting card		
Read a comment or suggestion		
Read an e-mail message on a familiar topic		
Read a memo to remind me of something I need to do		
Total Blue		
Read an advertisement		
Find a company in the yellow pages		
Read a list of services		
Find items in a supply catalogue		
Read a brochure		
Read a shopping list		
Total Pink		
Read simple directions		
Read short instructions with 4 or 5 steps		
Read road signs		
Read the label on a product		
Read a safety warning		
Read how to do a work task		
Total Green		
Read a paragraph about a person		
Read a report about someone's work day		
Read about an event or incident		
Read a description about a place		
Read a description of a tool or object		
Match a short story with pictures		
Total Yellow		
Read a cash register receipt		
Read a bill or invoice		
Read a job application form		
Read a map		
Read a diagram		
Read signs and symbols		
Total Mauve		



Colour Key and Interpretation of Results

Reading – Text and Document Use

Messages and Correspondence	
These tasks build toward the ability to comprehend notes, messages, memos, letters, and written greetings.	
Inventory, Goods and Services	
These tasks build toward the ability to comprehend lists, catalogues, flyers, brochures, advertising, and texts that describe or promote goods and services.	
Instructions and Directions	
These tasks build toward the ability to comprehend a variety of workplace instructions and directions.	
Reports, Narratives and Descriptions	
These tasks build toward the ability to comprehend narrative and descriptive writing of the sort that is used in workplace reports and accounts.	
Lists, Forms, Maps, Diagrams	
These tasks build toward the ability to comprehend lists, maps, diagrams, and standard formatted documents used in daily life and business transactions.	
Priority Indicator	Interpretation of Need
5 – 6	Strong need
3 – 4	Moderate need
1 – 2	Some need
0	No need



CLB – Essential Skills Diagnostic Checklist

Writing – Text and Document Use

Name: _____

Date: _____

Tasks	I think I can	I need to practise
Write a short note to someone I know		
Complete a greeting card		
Write down a phone message		
Write a comment or suggestion		
Write a short e-mail message on a familiar topic		
Write a memo to remind me of something I need to do		
Total Blue		
Make a shopping list		
Fill in a schedule		
Make a list of things I need to do today		
Complete a work order		
Copy names and numbers from the phone book		
Write appointments in a calendar		
Total Pink		
Fill out an application form		
Write my personal information (name, address, phone)		
Fill out an expense form		
Write a cheque		
Fill out a banking slip		
Complete an immigration form		
Total Green		
Write a paragraph about a person		
Write a report about someone's work day		
Write about an event or incident		
Write a description of a place		
Write a short letter that is one paragraph long		
Write a summary of my work experience		
Total Yellow		



Colour Key and Interpretation of Results

Writing – Text and Document Use

Notes, Reminders and Memos

These tasks build toward the ability to write very brief notes to self or to others.

Lists, Logs and Calendars

These tasks build toward the ability to complete, create and manage lists of goods / services /inventory and to fill out logs, chart and calendars.

Standard Forms

These tasks build toward the ability to fill out a range of standard personal, business and workplace-related forms.

Reports, Narratives and Letters

These tasks build toward the ability to write longer narrative reports and letters that describe activities and operations in some detail.

Priority Indicator	Interpretation of Need
5 – 6	Strong need
3 – 4	Moderate need
1 – 2	Some need
0	No need

Skills Table

CLB Speaking – ES Oral Communication

CLB Speaking Benchmark 1	CLB Speaking Benchmark 2	CLB Speaking Benchmark 3	CLB Speaking Benchmark 4	CLB Speaking Benchmark 5	ES Oral Communication Level 1
Abilities and conditions					Abilities and conditions
<ul style="list-style-type: none"> Speak very little, mostly in isolated words or phrases, using gestures, with frequent assistance, encouragement, and guidance 	<ul style="list-style-type: none"> Communicate some immediate and personal needs, in a very limited way, in highly familiar situations, with frequent assistance and guidance 	<ul style="list-style-type: none"> Communicate basic needs and personal experience with some difficulty, on everyday topics, with a highly supportive listener 	<ul style="list-style-type: none"> Take part in short routine conversations about needs and familiar topics of personal relevance, with a supportive listener 	<ul style="list-style-type: none"> Participate with some effort in casual social conversations, on concrete familiar topics, in clear and predictable routine contexts 	<ul style="list-style-type: none"> Take part in limited basic workplace communication with one person at a time, in highly predictable, common, familiar situations and settings
Skill-building Tasks					Typical Tasks
<ul style="list-style-type: none"> Respond to a familiar greeting Introduce yourself Ask for repetition Ask a colleague for assistance Make a brief apology Ask for and give the time 	<ul style="list-style-type: none"> Use simple courtesy formulas to greet someone known or unknown Respond to an introduction Request clarification or speech modification Spell name and address 	<ul style="list-style-type: none"> Ask to borrow supplies or tools from a co-worker Politely interrupt a conversation Request urgent assistance Introduce yourself and ask about the other person Ask for an explanation 	<ul style="list-style-type: none"> Introduce a person to 1 or 2 individuals Communicate to accept or reject goods or services Ask questions about price, availability, location, appearance, function Leave a simple voice mail 	<ul style="list-style-type: none"> Request permission to leave early or to take time off Answer the telephone, determine the purpose, provide information or direct the call 	<ul style="list-style-type: none"> Greet a customer or co-worker Clarify an invoice amount Announce a safety procedure Respond to daily inquiries Leave a short routine message
<ul style="list-style-type: none"> Ask simple questions about a person's needs and wants Give simple basic personal information in response to direct questions by an encouraging and helpful facilitator in a safe and highly supportive role-play Ask simple questions to obtain basic personal identification information 	<ul style="list-style-type: none"> Answer basic personal questions in a very short interview guided by a friendly facilitator in a safe and supportive role-play setting Report a lost object Talk about what you like 	<ul style="list-style-type: none"> Tell a colleague about your job or your daily routine Tell a story about personal experience Talk about your family Talk about a hobby or interest 	<ul style="list-style-type: none"> Open, develop and close a small-talk conversation Tell which job or work tasks you prefer and why Tell about plans for your future career 	<ul style="list-style-type: none"> Obtain information to get the best product Express concern about a problem with a co-worker Give simple advice Participate in a discussion about a familiar topic 	<ul style="list-style-type: none"> Communicate with customers by phone to sell items and services Obtain a quote for services Attend a routine meeting Exchange product information Interact with co-workers



Skills Table

CLB Speaking – ES Oral Communication *continued*

CLB Speaking Benchmark 1	CLB Speaking Benchmark 2	CLB Speaking Benchmark 3	CLB Speaking Benchmark 4	CLB Speaking Benchmark 5	ES Oral Communication Level 1
Skill-building Tasks					Typical Tasks
<ul style="list-style-type: none"> Order a cafeteria beverage in a short polite phrase Give a simple imperative direction or 3-word instruction 	<ul style="list-style-type: none"> Give a simple command, instruction, or warning Place a lunch order 	<ul style="list-style-type: none"> Report danger and provide a few details Give a short set of directions to someone who is new to the building 	<ul style="list-style-type: none"> Give and respond to workplace cautions and warnings Tell someone where to find a place or an object Give instructions on how to use a familiar piece of equipment such as a fax or copy machine 	<ul style="list-style-type: none"> Give clear directions to your place of business Give extended sequential directions on a work task Use a diagram to direct a person to a location in your building 	<ul style="list-style-type: none"> Give a short direction related to safety Give brief instructions to an operator Place an order for supplies Delegate work to others Tell how to install a part
<ul style="list-style-type: none"> There is no category for Descriptions and Explanations (yellow) for CLB 1 due to the complexity of the language required to describe and explain. 	<ul style="list-style-type: none"> Give a basic description of a familiar workplace object Describe the size, colour and quantity of goods or items 	<ul style="list-style-type: none"> Describe a person you know Describe your room or office Describe the building where you work 	<ul style="list-style-type: none"> Relate a coherent narrative about an everyday activity Say why you are not satisfied with a product or service 	<ul style="list-style-type: none"> Describe a workplace activity Report a workplace accident, event or incident Describe a familiar scene Report routine activities including explanations and examples 	<ul style="list-style-type: none"> Describe a work task or procedure Describe a piece of equipment and tell how it is assembled



Skills Table

CLB Listening – ES Oral Communication

CLB Listening Benchmark 1	CLB Listening Benchmark 2	CLB Listening Benchmark 3	CLB Listening Benchmark 4	CLB Listening Benchmark 5	ES Oral Communication Level I
Abilities and conditions					Abilities and conditions
<ul style="list-style-type: none"> Understand a very limited number of common words and simple phrases on everyday topics in predictable and strongly supportive contexts with extensive assistance, speech is very clear at a slow rate 	<ul style="list-style-type: none"> Understand a limited number of words, simple phrases, and short sentences on personal topics when context strongly supports the discourse, considerable assistance is available, speech is clear at slow or slow to normal rate 	<ul style="list-style-type: none"> Understand key words, formulaic phrases and short sentences on topics of immediate personal relevance when context supports the discourse, frequent assistance is available, and speech is clear at slow to normal rate 	<ul style="list-style-type: none"> Follow with considerable effort simple discourse on topics of immediate personal relevance when speech is clear and at slow to normal rate, repetition occurs as needed 	<ul style="list-style-type: none"> Follow very broadly and with some effort the gist of oral discourse in moderately demanding contexts on everyday personally relevant topics when speech is slow to normal, and repetition occurs as needed 	<ul style="list-style-type: none"> Limited communication in basic workplace interaction on familiar topics when speaker is singular or clearly defined, context is highly predictable, and exchanges are brief
Skill-building Tasks					Typical Tasks
<ul style="list-style-type: none"> Identify greetings and goodwill expressions in a short exchange between two speakers Listen to a short simple conversation and identify expressions used to attract attention, seek clarification Respond with words or short phrases to social requests (Please tell me your name. What is your phone number? Repeat, please.) 	<ul style="list-style-type: none"> Identify basic courtesy formulas, communication problems in a short exchange between two speakers Listen to a simple conversation between a worker and a supervisor and identify basic personal information 	<ul style="list-style-type: none"> Identify verbal and non-verbal elements and styles of greetings, leave-taking and introduction Distinguish formal and casual registers of courtesy formulas and determine their appropriateness Identify expressions used to ask for and grant permission, advise of danger, ask for, offer, and accept assistance Relate courtesy formulas and introductions to social and situational context 	<ul style="list-style-type: none"> Inquire about a person's job and grasp the gist of their reply Inquire about a product or service, note information about characteristics and availability 	<ul style="list-style-type: none"> Identify the main idea and important details in advice or a suggestion for improving a business or service Identify factual details and implied meanings in a dialogue that involves an invitation to a promotional event 	<ul style="list-style-type: none"> Participate in routine meetings Co-ordinate work with others Make daily inquiries Seek clarification from suppliers or manufacturers on availability and characteristics of products Comprehend and respond to greetings and questions about a business or product Obtain needed information Comprehend opinions regarding procedures, products, and materials to purchase



Skills Table

CLB Listening – ES Oral Communication *continued*

CLB Listening Benchmark 1	CLB Listening Benchmark 2	CLB Listening Benchmark 3	CLB Listening Benchmark 4	CLB Listening Benchmark 5	ES Oral Communication Level I
Skill-building Tasks					Typical Tasks
<ul style="list-style-type: none"> Identify numbers, time, dates and a few basic facts in a brief spoken monologue about a person 	<ul style="list-style-type: none"> Identify specific details, numbers, time references, places, key words in a short interview between a student and a teacher or a patient and a medical receptionist 	<ul style="list-style-type: none"> Listen to a description of a workplace object and match the description to a picture Listen to a person describing a work routine and check off tasks on a list 	<ul style="list-style-type: none"> Identify factual meaning in an announcement or commercial Take a simple phone message Comprehend factual details and some implied meaning in a story about getting an appliance repaired, arranging travel, etc. 	<ul style="list-style-type: none"> Take a simple phone message for a colleague or supervisor Listen to a commercial, identify the product, the main selling point, and some implied meaning Identify specific factual details and implied meaning in a short business phone call Listen to an automated phone recording that describes a business or service 	<ul style="list-style-type: none"> Listen on a two-way radio Take a routine message Receive assignments, updates, priorities from supervisors
<ul style="list-style-type: none"> Follow simple instructions that depend on gestures and other contextual clues Follow a range of positive and negative commands using words or through physical response (Please come in. Don't sit down. Please give me the pen. Repeat, please.) 	<ul style="list-style-type: none"> Follow a simple safety warning given in the form of a command Identify a range of expressions used for requests and warnings Follow an expanded range of one-sentence commands and requests through physical response (Please show me some ID. Please sign your name here. You can put your coat on the chair.) 	<ul style="list-style-type: none"> Take an order and fill in weights, measures, amounts, sizes on a simple chart Locate items in various warehouse sections according to instructions 	<ul style="list-style-type: none"> Listen to instructions to locate items on a workplace diagram Based on a set of instructions, correct the order of steps in a simple work process or procedure Follow directions to walk to a room in your building Based on instructions, locate a business on a simple city map 	<ul style="list-style-type: none"> Listen to a supervisor outlining the work schedule for this week and fill in a timetable based on the supervisor's instructions Follow oral instructions on how to use a computer 	<ul style="list-style-type: none"> Receive instructions from managers and supervisors Take orders for food or drinks Respond to simple warnings Comprehend an announcement to follow an emergency protocol

Skills Table

CLB Reading – ES Reading Text and Document Use

CLB Reading Benchmark 1	CLB Reading Benchmark 2	CLB Reading Benchmark 3	ES Reading Text and Document Use Level 1
Abilities and conditions			Abilities and conditions
<ul style="list-style-type: none"> Recognize familiar words and simple phrases in short texts and brief uncomplicated documents with familiar, everyday vocabulary in a personally relevant context that strongly supports meaning 	<ul style="list-style-type: none"> Identify main ideas and find specific detailed information in very basic short texts and documents with familiar words and learned phrases in predictable contexts related to immediate needs 	<ul style="list-style-type: none"> Comprehend a simple passage of 1 or 2 paragraphs with concrete, literal language and familiar, everyday words Find specific information in simple documents with clear layout in a predictable context of daily life and experience 	<ul style="list-style-type: none"> Recognize familiar words and simple phrases in predictable contexts related to immediate needs Use simplified, short common forms, maps, diagrams, signs, and symbols
Skill-building Tasks			Typical Tasks
<ul style="list-style-type: none"> Match a goodwill message with the occasion and the address 	<ul style="list-style-type: none"> Read a post card from a neighbour, relative or co-worker with a simple routine message Read an invitation to a company function Get the gist of the message in a farewell card, get-well card, invitation or special-occasion card Read a customer comment and determine whether it is negative or positive Read a reminder note from a friend or colleague 	<ul style="list-style-type: none"> Read a very short simple 1-paragraph note requesting that a task be done and identify the nature of the task Read a message or ‘while you were out’ note 	<ul style="list-style-type: none"> Read memos, bulletins, e-mail about special events Read a reminder note from a co-worker Read comment cards with customer suggestions Read notes from parents about a child’s medication or who will pick the child up Read faxes from clients to make reservations, ensuring that all required information is provided
<ul style="list-style-type: none"> Match a short list of supplies with pictures Scan a list to find a specified name 	<ul style="list-style-type: none"> Match a shopping list or inventory list with pictures Locate specific information in an advertisement Match items on a supply list with pictures or real items 	<ul style="list-style-type: none"> List key information points in an advertisement Identify purpose and topic of brochures and flyers and sort them into categories Find specific needed information in a table, schedule, or directory 	<ul style="list-style-type: none"> Find or identify items in supply catalogues Read purchasing flyers Read registration lists and client mailing lists Read product lists, stock numbers, quantities, prices

Skills Table

CLB Reading – ES Reading Text and Document Use *continued*

CLB Reading Benchmark 1	CLB Reading Benchmark 2	CLB Reading Benchmark 3	ES Reading Text and Document Use Level 1
Skill-building Tasks			Typical Tasks
<ul style="list-style-type: none"> Match a very short set of instructions with the pictures that it describes Match common signs with words 	<ul style="list-style-type: none"> Read and explain/demonstrate standard operating instructions on a washing machine Read and follow 1-4 step instructions written on the board by the teacher or found in a textbook 	<ul style="list-style-type: none"> Read simple, common, everyday written instructions with pictures, illustrations, or diagrams Match 1 to 5 step point-form written instructions on how to use a familiar piece of equipment with pictures depicting the process and put them in the right sequence Follow 1 to 5 step point-form written directions to locate items on a map or diagram 	<ul style="list-style-type: none"> Read container labels for instructions, precautions, and handling requirements Read brief notices about changes in regulations or restrictions Read about new procedures Read workplace signs and symbols, such as WHIMIS
<ul style="list-style-type: none"> Read a very short simple report of a daily routine and select illustrations that show the main tasks or events Match phrases or captions (up to 3 sentences) with photographs of a friend's or colleague's vacation 	<ul style="list-style-type: none"> Match the correct picture with a short verbal description of an event or incident 	<ul style="list-style-type: none"> Label a diagram using information from a simple, explicit 1-2 paragraph descriptive text Read a simple narrative of a routine event Read descriptive prose about people, places and things 	<ul style="list-style-type: none"> Read status reports from supervisors or co-workers from an earlier shift Read to stay current on workplace (a clinic's or hospital's) procedures, policies, scheduling, fees, accounting practices
<ul style="list-style-type: none"> Read a cash-register sales receipt to identify amount, date, and place Show on an application form which information is required in which section Identify where to write personal information on a form Locate items on simplified diagrams Identify familiar places on a simple map Point to the correct date on a calendar 	<ul style="list-style-type: none"> Locate community facilities on a neighbourhood map Identify where to write personal information on a form Identify familiar layout of a place in a simple diagram Locate specific details in a common formatted text such as a utility bill 	<ul style="list-style-type: none"> Identify layout and specific information on a common form Locate a department in your building on a simple layout diagram Locate specific detailed information on an invoice 	<ul style="list-style-type: none"> Read daily logs, time sheets, overtime forms Read price tags, bills, cash register displays, account statements to determine amount due Read an assembly or vehicle-readiness checklist

Skills Table

CLB Writing – ES Writing and Document Use

CLB Writing Benchmark 1	CLB Writing Benchmark 2	CLB Writing Benchmark 3	CLB Writing Benchmark 4	ES Reading Text and Document Use Level 1
Abilities and conditions				Abilities and conditions
<ul style="list-style-type: none"> Write a few familiar words, phrases, simple sentences related to self. Audience is familiar and texts are guided. Enter ID on simple forms in personally relevant contexts. Forms are simple with 5 to 7 categories and clear boxes or lines. 	<ul style="list-style-type: none"> Write 5 – 6 sentences and phrases about self, family or other highly familiar topics. Audience is familiar. Copy basic factual information and fill out simple forms. Texts are guided, and forms are simple with 8 to 12 categories and clear boxes or lines. 	<ul style="list-style-type: none"> Adequately carry out basic, familiar, personal writing tasks, copy information and fill out simple forms in everyday, predictable contexts when texts are short (3 – 8 sentences), and forms are simple in format (15 to 20 items) 	<ul style="list-style-type: none"> Write simple ideas about personal experience (up to a paragraph, simple sentences, coordinated clauses, basic tenses) for familiar audience, predictable everyday contexts, highly familiar topics, forms are simple (20 items) 	<ul style="list-style-type: none"> Write short texts (under a paragraph) for a small, familiar audience on concrete day-to-day topics, complete simple, brief documents when requirements are immediate and obvious, no content knowledge or analysis required, pre-set format
Skill-building Tasks				Typical Tasks
<ul style="list-style-type: none"> Complete a birthday card for a friend Address an envelope 	<ul style="list-style-type: none"> Convey a short get-well message in a greeting card for a co-worker 	<ul style="list-style-type: none"> Write a short note to invite a colleague to a work-related function Write a short note to leave with a colleague, telling where you have gone, for how long, when you will be back, and whom to contact your absence 	<ul style="list-style-type: none"> Write down a brief message from a supplier to pass along to a colleague Write a short note to thank a co-worker for taking your shift 	<ul style="list-style-type: none"> Write reminder notes on supplies, work to be done, requests, deadlines Write details of phone conversations Write a note to self to record how a specific task that required new skills or a different approach was carried out
<ul style="list-style-type: none"> Fill in work tasks that need to be done on a short formatted list Fill in phone numbers on a formatted list of client contact information Copy a few facts from an appointment note onto a business calendar Copy numbers, letters, words, short phrases, sentences for personal use Make a list (shopping, things to do) Copy information from a bill or invoice to complete a cheque 	<ul style="list-style-type: none"> Copy basic factual information from a simple directory or schedule Copy prices and brand names of products from a catalogue or advertising flyer Write a short list of work tasks that need to be done Copy information from a phone book for a charity telemarketing list 	<ul style="list-style-type: none"> Write a list of supplies to be purchased, along with prices and company contact information Copy information about a product or service from a directory or manual for comparison purposes Copy selected information from signs and simple schedules 	<ul style="list-style-type: none"> Copy information from 2-3 different sources (catalogue, directory, manual) for comparison purposes Write and prioritize a list of tasks that need to be completed this week 	<ul style="list-style-type: none"> Make a list of tasks and sequence them Make entries in an appointment calendar Enter information on work orders Complete an assembly checklist Complete a daily log or time sheet

Skills Table

CLB Writing – ES Writing and Document Use *continued*

CLB Writing Benchmark 1	CLB Writing Benchmark 2	CLB Writing Benchmark 3	CLB Writing Benchmark 4	ES Reading Text and Document Use Level 1
Skill-building Tasks				Typical Tasks
<ul style="list-style-type: none"> Fill out a simple form with date, first and last name, address, postal code, phone number, date of birth, age Copy information from customer ID documents onto a simple form 	<ul style="list-style-type: none"> Fill out a withdrawal or deposit slip Fill out a simple application for a library card or club membership Fill out a change of address card Write personal ID and basic familiar information in appropriate sections of a simplified workplace form 	<ul style="list-style-type: none"> Fill out an application for a driver's license or health card Fill out an emergency information form Write a cheque or a receipt 	<ul style="list-style-type: none"> Fill out an application for power, water, telephone, car rental services Fill out a direct deposit request Fill out a simplified incident/accident report or self-evaluation form 	<ul style="list-style-type: none"> Enter a new member or customer profile into the system Fill out an Action Required form in response to a customer complaint Complete a Vehicle Readiness form making brief entries on deficiencies, items that are missing or low in number Complete an overtime form Fill out a mileage form
<ul style="list-style-type: none"> Complete a guided text, such as a close, to describe an activity depicted in a series of pictures 	<ul style="list-style-type: none"> Describe a picture of a workplace activity by completing a short guided text with simple phrases Complete a short guided letter to introduce yourself to an employer 	<ul style="list-style-type: none"> Complete a short guided letter to your landlord telling about a heating problem Write a brief account of your daily routine, Describe an event or incident Copy a set of simple instructions 	<ul style="list-style-type: none"> Write a short report of your activities on yesterday's shift Write a short letter describing a new home, car, job, trip, and future plans Describe an event or tell a story Write a short summary of your past work experience 	<ul style="list-style-type: none"> Write a weekly report detailing hours worked and type of work done Write a form letter